



## BAPTIST HILL HIGH

5117 Baptist Hill Road  
Hollywood, SC 29449

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	483 Students	
<b>Principal</b>	Adrian Busch	843-889-2276
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

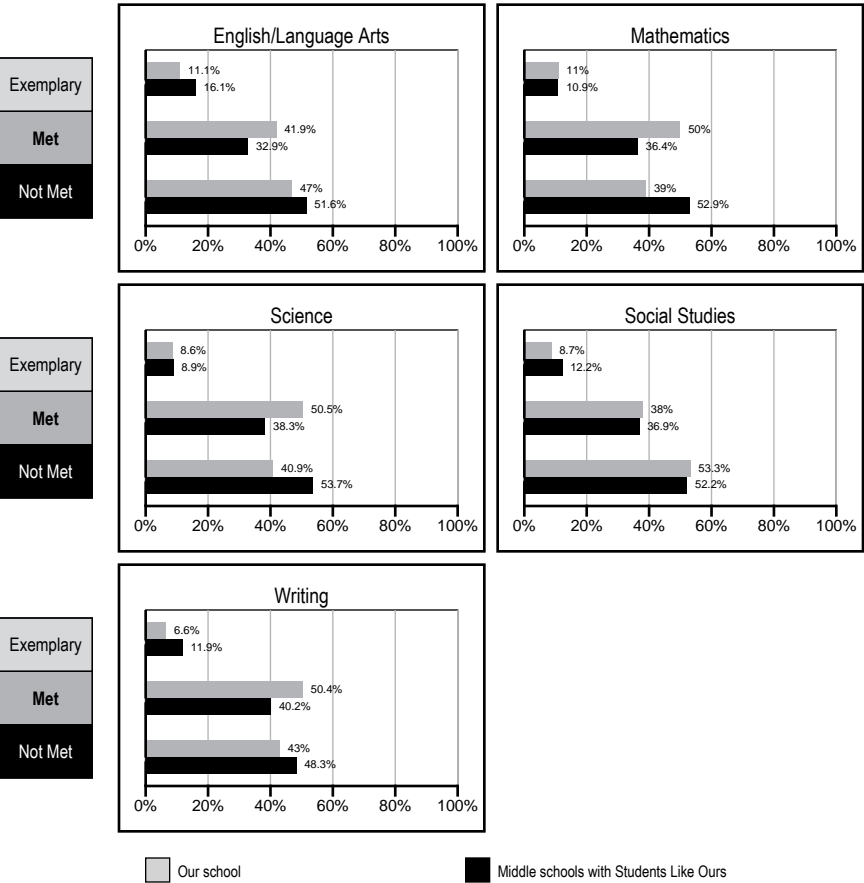
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	29	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**End of Course Tests**

<b>Percent of tests with scores of 70 or above on:</b>	<b>Our Middle School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	100.0%	88.9%
English 1	N/A	90.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	88.7%

**School Profile**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n=483)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	47.0%	N/R	13.9%	24.2%
Retention rate	3.6%	N/A	1.1%	0.7%
Attendance rate	94.1%	N/A	95.4%	95.9%
Eligible for gifted and talented	3.5%	N/A	5.2%	16.4%
With disabilities other than speech	13.2%	N/A	14.8%	12.0%
Older than usual for grade	13.5%	N/A	5.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	10.8%	N/R	0.4%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	35.1%	N/A	57.6%	58.5%
Continuing contract teachers	35.1%	N/A	66.0%	80.0%
Teachers with emergency or provisional certificates	15.2%	N/A	11.9%	4.0%
Teachers returning from previous year	80.0%	N/A	77.4%	84.6%
Teacher attendance rate	97.4%	N/R	95.5%	95.4%
Average teacher salary*	\$40,583	I/S	\$44,768	\$46,561
Professional development days/teacher	9.4 days	N/R	10.6 days	10.2 days
<b>School</b>				
Principal's years at school	6.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	N/R	16.9 to 1	21.1 to 1
Prime instructional time	91.1%	N/R	89.8%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	78.7%	N/R	97.1%	98.1%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil**	\$13,090	N/A	\$10,543	\$7,802
Percent of expenditures for instruction**	55.0%	N/A	60.2%	63.8%
Percent of expenditures for teacher salaries**	50.6%	N/A	55.8%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Baptist Hill High School's administration, faculty, and staff continue to work collaboratively with parents and the community to implement and improve programs that will ensure student success. Our students' test scores are steadily improving, and our 2009 state report card absolute rating was average for the second time.

Our 9th Grade Academy helped our freshmen adjust to the rigors of high school by grouping them in a small learning community with single-gender classes. All ninth grade students were enrolled in Freshman Seminar, which provided instruction in study skills, character development, and career exploration and provided support for the transition to high school.

We expanded intervention strategies for students who struggle academically and will continue to offer additional academic support through our HSAP lab, afterschool programs, and extended learning opportunities. Assistance in these programs was tailored to students' individual needs based on data from MAP tests and other data sources. Our extended learning sessions provided small group instruction in HSAP, PASS, and End of Course test preparation, SAT preparation, and college and career exploration. Team planning time was provided during the school day to allow teachers to study and collaborate as members of professional learning communities. Professional development for teachers focused on strategies for active learning, differentiated instruction, and reading across the curriculum. With the assistance of the administrative team, teachers engaged in frequent data analysis and collaborative instructional planning.

While we are proud of our accomplishments, we realize that there are still many challenges we must meet. We continue to seek solutions to the barriers that are slowing our progress. We will continue our efforts to improve our graduation rate, longitudinal exit exam passage rate, SAT scores, and our students' performance on state assessments. We must improve the reading levels of our students, increase parent involvement, reduce the dropout rate, and recruit and retain highly qualified teachers. We are confident that, together, we can face these challenges and implement strategies that will ensure academic success for our students.

James E. Winbush, Principal  
Helen Plexico, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.0%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	125	100	47	41.9	11.1	73.5	85	83.5	Yes	Yes
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**Gender**

Male	67	100	50	46.9	3.1	67.2	81.6	80.1	N/A	N/A
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Female	58	100	43.4	35.8	20.8	81.1	88.5	87	N/A	N/A
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**Racial/Ethnic Group**

White	1	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
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African American	117	100	46.4	43.6	10	74.5	75.2	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
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**Disability Status**

Disabled	10	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
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**Migrant Status**

Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	112	100	46.7	44.8	8.6	72.4	76.4	76.9	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	125	100	39.3	49.6	11.1	75.2	81	80.4	Yes	Yes
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**Gender**

Male	67	100	46.9	45.3	7.8	70.3	78.9	78.4	N/A	N/A
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Female	58	100	30.2	54.7	15.1	81.1	83.2	82.5	N/A	N/A
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**Racial/Ethnic Group**

White	1	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
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African American	117	100	39.1	50	10.9	76.4	68	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
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**Disability Status**

Disabled	10	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
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**Migrant Status**

Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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**English Proficiency**

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	112	100	40	50.5	9.5	74.3	70.2	72.8	Yes	Yes
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\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	98	100	40.9	50.5	8.6	59.1	67.4	67.3
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**Gender**

Male	52	100	47.1	47.1	5.9	52.9	66.2	66.9
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Female	46	100	33.3	54.8	11.9	66.7	68.5	67.7
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**Racial/Ethnic Group**

White	1	I/S	I/S	I/S	I/S	I/S	89	79.6
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African American	92	100	40.2	52.9	6.9	59.8	46.7	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.7	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
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**Disability Status**

Disabled	10	I/S	I/S	I/S	I/S	I/S	29.2	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.2	58.6
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**Socio-Economic Status**

Subsidized meals	88	100	40.5	52.4	7.1	59.5	49.3	55.4
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**Social Studies**

All Students	97	100	53.3	38	8.7	46.7	73.8	70.9
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**Gender**

Male	51	100	53.1	42.9	4.1	46.9	72.3	70.1
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Female	46	100	53.5	32.6	14	46.5	75.3	71.7
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**Racial/Ethnic Group**

White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
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African American	91	100	55.2	37.9	6.9	44.8	58.4	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.6	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
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**Disability Status**

Disabled	7	I/S	I/S	I/S	I/S	I/S	38.9	39.3
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**Migrant Status**

Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	55
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**English Proficiency**

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	68
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**Socio-Economic Status**

Subsidized meals	86	100	54.3	39.5	6.2	45.7	60.2	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	128	98.4	41.5	51.7	6.8	58.5	75	72.1	95.3	95.7
Gender										
Male	70	97.1	46.2	49.2	4.6	53.8	69.1	65.2	94.6	95.5
Female	58	100	35.8	54.7	9.4	64.2	81	79.2	96	95.8
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	91	80.8	91.1	95.8
African American	119	99.2	41.4	51.4	7.2	58.6	60.2	59.7	95.2	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.7	64.6	96.3	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	28.4	27.7	95.1	94.5
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	63.5	96	97.7
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.5	63.7	95.3	96.3
Socio-Economic Status										
Subsidized meals	112	98.2	43.3	51.9	4.8	56.7	61.1	61.9	95.6	95.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	50	41.2	8.8	50
	8	55	100	42.9	42.9	14.3	57.1
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	39.7	50	10.3	60.3
	8	55	100	38.8	49	12.2	61.2
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	41.2	50	8.8	58.8
	8	28	100	40	52	8	60

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	61.8	30.9	7.4	38.2
	8	27	100	29.2	58.3	12.5	70.8
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	72	100	44.9	47.8	7.2	55.1
	8	56	96.4	36.7	57.1	6.1	63.3

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample